

Cotton Boll Elementary School

ARIZONA SCHOOL REPORT CARD 2003-04

8540 W. Butler Avenue, Peoria, AZ 85345

Peoria Unified School District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary
Achievement Profile *

Performing*

* The profiles are Excelling, Highly Performing, Performing or Underperforming.

No Child Left Behind

Adequate Yearly
Progress***

Not Met

School Improvement
Status***

N/A

*** For additional information, please refer to the AYP page in this report card.

School Overview

Principal/Administrator : Mrs. Linda Miller
Schedule : 7:30 AM to 4:00 PM
Grades : Pre-K-8
2003 Enrollment : 862
Web Address : cottonboll.peoriaud.k12.az.us
Phone Number : (623) 412-4700
Fax Number : (623) 412-4705
E-mail : lmiller@peoriaud.k12.az.us

Mission

The mission of the Cotton Boll School staff is to work cooperatively with the parents, students and community members to help students become productive and responsible citizens in the 21st Century.

School / Academic Goals

- Ü All Cotton Boll students will improve their skills in reading functional print and engage in recreational reading. Additional support outside of the regular classroom will be provided by P.A.L., tutors and before and after school programs.
- Ü All Cotton Boll students will demonstrate improvement in written and oral communication skills. Students will receive detailed instruction using the Six Trait Analytic Scale that can be applied to their writing across all curricular areas.

Instructional Programs

- Ü Regular Full-day Classes, Grades 1-8
- Ü On-site Special Education
- Ü Gifted Program (Project Ideal)
- Ü Kindergarten Enrichment

Enrollment

October 1, 2002 School Year Student Enrollment : 853
Accepting New Students in 2003-04 Under Open Enrollment Law²: Yes
Number of Students Attending Under Open Enrollment in 2002-03 : 123

Calendar Information

Number of Instruction Days : 178
Average Daily Instruction Time : 6 hours 0 minutes
First Day of School : 8/11/2003
Last Day of School : 5/20/2004

Visit <http://www.ade.az.gov/azlearns/> for more information on the performance of your school.

Financial information will be posted on the web early 2004 after schools have completed year-end reports.



ARIZONA
DEPARTMENT OF
EDUCATION

Cotton Boll Elementary School

School Site Council

Council Composition

- 2 School Administrator(s)
- 0 Non-certified Employee(s)
- 2 Teacher(s)
- 10 Parent(s)
- 1 Community Member(s)
- 2 Student(s)

Council Duties

- Ü School Safety Issues
- Ü Review District and School Goals
- Ü Review Schoolwide Academic Progress
- Ü Review School Budget
- Ü Community Holiday Activities
- Ü Support of Other Schoolwide Projects

Staffing Information for School Year 2003-04

Position	Number	Position	Number
Administrator	2.00	Teacher	43.50
Other Professional Staff	5.00	Teacher Aide	10.00

Educational Attainment by Years of Teaching Experience for School Year 2003-04

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	13	3	0	0
4 to 6 years	3	2	0	0
7 to 9 years	6	1	0	0
10 or more years	11	1	1	0

Shared Responsibilities

School

It is the responsibility of all Peoria School District employees to provide all students with the best learning environment in order to maximize their opportunities to learn.

Parents

Parents, in conjunction with the Cotton Boll School Improvement Team, support the district goal to assure that all students will learn.

Resources Available at School Site

Special Facilities

- Ü Computer Lab, Grades K-6
- Ü Technology Lab, Grades 7-8

Extracurricular Activities

- Ü Sports Programs, Grades 7-8
- Ü Student Council
- Ü National Junior Honor Society
- Ü Science Club

Social Services

- Ü Breakfast/Lunch Programs
- Ü Emergency Response Intervention
- Ü After School Recreation Program
- Ü Intervention Specialist/Support Groups

Transportation Policy

Transportation is provided to all eligible students who reside within the attendance boundary. Additionally, transportation services are provided for eligible special education students to Cotton Boll Elementary School from other facilities.

Indicators of Success Based on Historical Data from 2002-03

School Achievements/Accomplishments 2002-03

- ü Leadership Training by classified, certified and administrative personnel is being provided to all students in grades 6, 7 and 8. Focus areas include communication, respect, positive attitude, responsibility and positive personal power.
- ü A science lab is available for classes to conduct science experiments, grades 6-8. The science lab is equipped with a wide array materials to carry out the experiments.

School Honors

Awards or Special Recognition Received by the School, Staff or Students

Award/Honor	Year
ü City of Peoria Constitution Poster and Essay Contest	2003
ü Pacific Life Foundation - Accelerated Reading Program	2002
ü NJHS and Student Council Community Service Projects	2001

Student Activity Rates for School Year 2002-03

	% School	% K-6	Arizona % 7-8	% 9-12
Attendance Rate ²	95	95	94	96
Transfers Out ³	9	20	20	20
Transfers In ⁴ (Within District)	1	2	2	2
Transfers In ⁵ (Out of District)	7	10	10	9
Promotion Rate ⁶	100	99	98	95
Retention Rate ⁷	0	1	2	5
Dropout Rate ⁸	--			8
Status Unknown ⁹	--			6
Graduation Rate ¹⁰	--			76

Measure of Academic Progress

	% of Students Achieving One Year's Growth	
	Reading	Math
Grades 2-3	69	49
Grades 3-4	90	52
Grades 4-5	67	63
Grades 5-6	86	92
Grades 6-7	69	91
Grades 7-8	73	31

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the Stanford Achievement Test, Ninth Edition (Stanford 9), given in 2002-03. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2003. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

Arizona's Instrument to Measure Standards (AIMS) Results 2002-03 11

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	105	2731	75372	99	100	101	521	529	523	3	5	9	27	23	25	48	41	36	22	31	30
All Students (Prior Year)	85	2609	70809	NA	NA	NA	528	528	518	3	5	11	20	23	27	46	41	35	31	31	27
Female	56	1343	36901	98	98	101	519	530	524	4	4	8	29	23	25	47	41	36	20	31	31
Male	49	1387	38385	100	101	101	524	528	523	3	6	9	26	23	24	49	41	36	23	31	30
African American	NC	118	3589	NC	94	96	NC	512	501	NC	9	18	NC	37	33	NC	39	33	NC	15	16
Hispanic	34	552	29103	103	100	99	508	512	510	4	10	12	33	34	31	58	39	36	4	18	20
Asian/Pacific Islander	NC	90	1574	NC	99	96	NC	543	549	NC	5	3	NC	20	14	NC	30	34	NC	45	48
American Indian/Alaskan Native	NC	33	5086	NC	97	114	NC	515	491	NC	8	22	NC	29	38	NC	33	28	NC	29	12
White	62	1913	34597	97	99	98	527	534	535	3	3	4	25	20	20	41	43	38	31	34	38
Students with Disabilities	16	247	8057	107	73	99	487	507	496	40	16	23	20	30	31	40	34	28	0	19	17
Students without Disabilities	89	2484	67315	98	104	101	523	529	525	1	4	8	28	23	24	48	41	37	23	31	31
Limited English Proficient Students	NC	189	16925	NC	106	112	NC	505	482	NC	11	27	NC	46	40	NC	30	26	NC	13	7
Migrant Students	NC	NC	869				NC	NC	501	NC	NC	17	NC	NC	30	NC	NC	39	NC	NC	14
Economically Disadvantaged	--	205	26325				--	492	504	--	11	15	--	51	34	--	33	33	--	5	18
Non-Economically Disadvantaged	105	2526	49047				521	531	530	3	4	6	27	21	21	48	42	37	22	33	35

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	106	2716	75221	100	99	101	519	526	523	1	5	8	25	15	16	63	60	56	11	20	21
All Students (Prior Year)	85	2610	70860	NA	NA	NA	523	531	524	3	4	9	25	12	17	46	53	45	25	32	30
Female	57	1338	36833	100	98	100	520	529	526	2	3	6	22	15	15	64	60	56	12	23	23
Male	49	1378	38319	100	100	101	517	522	520	0	7	9	29	16	17	61	60	56	11	18	18
African American	NC	116	3597	NC	92	97	NC	512	510	NC	11	14	NC	21	22	NC	58	53	NC	11	11
Hispanic	35	553	29019	106	100	99	512	516	513	0	8	12	38	23	21	58	54	55	4	14	13
Asian/Pacific Islander	NC	90	1572	NC	99	95	NC	536	536	NC	3	2	NC	13	9	NC	59	57	NC	25	31
American Indian/Alaskan Native	NC	34	5071	NC	100	114	NC	518	502	NC	4	20	NC	20	27	NC	60	46	NC	16	8
White	61	1900	34543	95	98	97	521	529	531	2	4	4	22	13	12	60	61	58	16	22	26
Students with Disabilities	17	248	8006	113	73	99	501	509	505	0	14	22	67	27	23	33	49	42	0	10	13
Students without Disabilities	89	2468	67215	98	103	101	520	526	524	1	5	7	22	15	16	65	60	56	12	20	21
Limited English Proficient Students	NC	189	16853	NC	106	112	NC	503	489	NC	19	29	NC	26	36	NC	47	32	NC	9	3
Migrant Students	NC	NC	866				NC	NC	503	NC	NC	19	NC	NC	23	NC	NC	49	NC	NC	8
Economically Disadvantaged	--	204	26256				--	494	509	--	19	14	--	36	24	--	44	51	--	1	11
Non-Economically Disadvantaged	106	2512	48965				519	528	528	1	4	5	25	14	13	63	61	58	11	21	24

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	104	2701	73654	98	99	99	528	533	530	6	5	9	10	11	13	84	78	70	0	6	7
All Students (Prior Year)	81	2434	68592	NA	NA	NA	554	550	542	1	4	9	6	8	12	78	72	63	15	16	16
Female	55	1338	36239	96	98	99	533	539	537	6	3	7	4	8	11	90	81	72	0	8	10
Male	49	1363	37301	100	99	98	522	526	523	5	7	12	18	13	15	76	75	68	0	4	5
African American	NC	117	3488	NC	93	94	NC	523	515	NC	10	16	NC	12	18	NC	74	62	NC	3	4
Hispanic	34	541	28348	103	98	96	528	524	520	4	8	13	13	16	17	83	73	65	0	3	5
Asian/Pacific Islander	NC	89	1558	NC	98	95	NC	543	547	NC	1	3	NC	8	8	NC	82	76	NC	8	13
American Indian/Alaskan Native	NC	33	4947	NC	97	111	NC	529	507	NC	4	22	NC	8	22	NC	80	53	NC	8	3
White	61	1893	33924	95	98	96	528	535	537	5	4	5	10	10	10	84	79	75	0	7	9
Students with Disabilities	16	244	7306	107	72	90	494	521	506	40	19	24	0	8	20	60	69	52	0	4	4
Students without Disabilities	88	2457	66348	97	102	100	530	533	531	4	5	8	11	11	13	85	78	71	0	6	8
Limited English Proficient Students	NC	186	16422	NC	104	109	NC	510	495	NC	18	30	NC	20	27	NC	61	43	NC	2	0
Migrant Students	NC	10	849				NC	488	511	NC	25	19	NC	25	22	NC	50	56	NC	0	4
Economically Disadvantaged	--	204	25711				--	501	514	--	19	16	--	23	19	--	58	61	--	1	3
Non-Economically Disadvantaged	104	2497	47943				528	535	535	6	4	7	10	10	11	84	79	74	0	6	9

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2002-03¹¹

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	86	2885	76230	100	100	101	490	508	498	8	6	12	56	37	38	8	13	12	28	45	37
All Students (Prior Year)	101	2848	72888	NA	NA	NA	496	497	494	8	10	14	44	42	40	16	14	12	32	34	34
Female	51	1398	37247	100	99	100	486	510	500	10	4	11	61	37	40	7	13	13	22	46	37
Male	35	1484	38725	100	100	101	496	507	497	6	7	14	48	37	37	10	13	12	35	43	37
African American	NC	140	3594	NC	94	96	NC	490	476	NC	10	22	NC	51	46	NC	12	11	NC	27	21
Hispanic	40	630	28100	103	98	98	487	499	482	0	7	18	70	46	47	13	13	11	17	35	24
Asian/Pacific Islander	NC	81	1447	NC	99	95	NC	525	527	NC	3	5	NC	25	26	NC	12	11	NC	60	58
American Indian/Alaskan Native	NC	39	5292	NC	100	113	NC	499	463	NC	9	31	NC	47	47	NC	9	8	NC	35	14
White	39	1964	35389	95	99	96	492	512	514	14	5	6	44	34	32	6	13	14	36	48	48
Students with Disabilities	NC	244	9022	NC	91	105	NC	461	465	NC	36	31	NC	39	43	NC	3	8	NC	21	17
Students without Disabilities	77	2641	67208	103	101	100	493	510	500	6	5	12	58	37	38	9	13	12	28	45	38
Limited English Proficient Students	10	159	14826	100	105	113	463	482	460	0	6	31	100	56	51	0	19	8	0	19	10
Migrant Students	NC	15	837				NC	528	478	NC	0	19	NC	25	51	NC	25	8	NC	50	21
Economically Disadvantaged	--	100	25037				--	462	477	--	18	21	--	68	47	--	7	11	--	7	21
Non-Economically Disadvantaged	86	2785	51193				490	510	507	8	5	9	56	36	35	8	13	13	28	46	43

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	83	2864	76202	97	99	101	501	508	505	19	13	19	26	23	24	49	52	46	6	13	11
All Students (Prior Year)	103	2848	72779	NA	NA	NA	511	507	505	14	15	21	15	20	20	56	50	43	16	15	15
Female	48	1396	37231	94	99	100	503	511	507	11	9	16	32	22	24	50	54	48	8	16	13
Male	35	1465	38718	100	99	101	498	505	503	29	16	22	19	24	24	48	49	44	3	11	10
African American	NC	139	3600	NC	93	97	NC	501	497	NC	21	28	NC	30	29	NC	40	39	NC	8	5
Hispanic	39	630	28090	100	98	98	501	504	497	17	16	28	30	28	30	47	47	37	7	9	5
Asian/Pacific Islander	NC	80	1443	NC	98	95	NC	517	515	NC	9	9	NC	12	19	NC	63	53	NC	15	19
American Indian/Alaskan Native	NC	38	5311	NC	97	113	NC	505	491	NC	15	38	NC	35	31	NC	47	28	NC	3	3
White	38	1952	35371	93	99	96	502	509	512	18	11	10	24	21	20	53	53	54	6	15	16
Students with Disabilities	NC	234	9097	NC	87	106	NC	497	493	NC	39	39	NC	25	27	NC	29	29	NC	7	5
Students without Disabilities	75	2630	67105	100	100	100	502	508	506	18	12	18	27	23	24	49	52	47	6	13	12
Limited English Proficient Students	12	158	14780	120	105	113	503	499	486	0	19	50	50	25	32	50	56	18	0	0	1
Migrant Students	NC	14	832				NC	512	492	NC	0	36	NC	0	31	NC	100	31	NC	0	3
Economically Disadvantaged	--	99	24961				--	486	495	--	49	32	--	34	30	--	16	34	--	0	4
Non-Economically Disadvantaged	83	2765	51241				501	509	509	19	11	14	26	23	22	49	53	51	6	13	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	86	2862	74692	100	99	99	495	513	502	14	10	18	30	26	27	56	56	47	0	9	8
All Students (Prior Year)	100	2780	70710	NA	NA	NA	522	523	512	8	10	17	23	23	26	53	51	42	15	16	16
Female	52	1388	36710	102	98	99	503	522	509	7	6	14	29	22	26	63	61	50	0	11	10
Male	34	1472	37742	97	100	98	486	504	495	23	14	22	30	29	28	47	51	44	0	6	6
African American	NC	141	3516	NC	95	94	NC	505	487	NC	13	26	NC	34	31	NC	45	39	NC	9	4
Hispanic	39	631	27492	100	98	96	498	506	486	10	12	27	34	29	32	55	53	38	0	7	4
Asian/Pacific Islander	NC	80	1428	NC	98	94	NC	529	528	NC	8	8	NC	14	20	NC	60	54	NC	18	18
American Indian/Alaskan Native	NC	39	5166	NC	100	110	NC	495	470	NC	21	39	NC	24	32	NC	53	27	NC	3	2
White	40	1943	34785	98	98	94	494	515	517	17	9	10	22	25	23	61	57	56	0	9	11
Students with Disabilities	NC	231	8428	NC	86	98	NC	473	472	NC	40	38	NC	25	30	NC	35	29	NC	0	3
Students without Disabilities	77	2631	66264	103	100	99	496	514	503	13	9	17	30	26	27	57	56	48	0	9	8
Limited English Proficient Students	11	159	14363	110	105	109	495	492	459	0	19	47	50	31	34	50	44	19	0	6	1
Migrant Students	NC	15	814				NC	552	475	NC	0	33	NC	0	37	NC	75	27	NC	25	2
Economically Disadvantaged	--	97	24507				--	467	480	--	30	31	--	54	33	--	17	33	--	0	3
Non-Economically Disadvantaged	86	2765	50185				495	514	511	14	9	13	30	25	24	56	57	53	0	9	10

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2002-03¹¹

8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	87	2987	71167	98	99	99	474	468	463	24	32	38	57	47	41	14	15	14	5	6	7
All Students (Prior Year)	90	2820	66213	NA	NA	NA	483	470	459	16	29	39	52	46	40	24	18	14	8	7	7
Female	44	1483	34825	100	98	99	472	466	462	28	32	38	51	49	42	15	15	14	5	4	6
Male	43	1500	36047	96	99	99	476	469	464	19	33	38	62	44	39	14	15	15	5	8	8
African American	NC	153	3225	NC	99	95	NC	445	441	NC	54	57	NC	38	34	NC	7	6	NC	2	2
Hispanic	29	566	23643	100	96	97	480	456	445	23	44	53	50	40	37	23	13	8	5	2	2
Asian/Pacific Islander	--	85	1503	--	94	100	--	484	493	--	18	18	--	49	40	--	21	23	--	12	19
American Indian/Alaskan Native	NC	35	5161	NC	100	103	NC	470	435	NC	34	63	NC	41	30	NC	14	5	NC	10	2
White	50	2131	35245	94	99	95	472	471	476	21	29	26	62	49	45	13	16	19	4	7	10
Students with Disabilities	NC	250	8095	NC	88	104	NC	429	426	NC	69	69	NC	28	25	NC	1	5	NC	1	1
Students without Disabilities	78	2737	63072	95	100	99	474	469	464	24	31	37	56	47	41	15	15	15	5	6	7
Limited English Proficient Students	NC	113	10317	NC	130	111	NC	409	426	NC	78	72	NC	22	25	NC	0	2	NC	0	1
Migrant Students	NC	NC	614				NC	NC	440	NC	NC	57	NC	NC	34	NC	NC	6	NC	NC	3
Economically Disadvantaged	--	24	17057				--	424	440	--	68	58	--	32	34	--	0	6	--	0	2
Non-Economically Disadvantaged	87	2963	54110				474	468	468	24	32	33	57	47	43	14	15	16	5	6	8

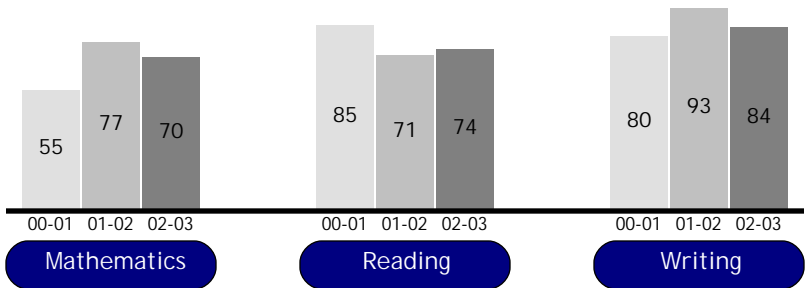
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	87	2981	71100	98	99	99	520	510	502	6	17	25	17	19	21	53	46	40	23	18	15
All Students (Prior Year)	87	2813	66144	NA	NA	NA	524	514	504	8	15	24	20	19	20	45	47	40	28	20	16
Female	44	1480	34801	100	98	99	519	513	505	8	13	21	18	20	22	50	49	42	25	18	15
Male	43	1498	36010	96	99	99	521	507	499	5	22	28	16	18	20	57	43	38	22	17	14
African American	NC	154	3219	NC	100	95	NC	494	486	NC	29	38	NC	25	24	NC	38	31	NC	7	7
Hispanic	29	569	23630	100	97	96	526	502	485	4	23	37	9	22	25	52	41	32	35	14	6
Asian/Pacific Islander	--	86	1509	--	96	100	--	518	522	--	12	12	--	19	14	--	41	46	--	27	28
American Indian/Alaskan Native	NC	35	5144	NC	100	102	NC	503	478	NC	24	46	NC	21	24	NC	41	25	NC	14	5
White	50	2119	35198	94	98	95	520	513	515	4	15	15	21	18	18	55	48	47	19	19	21
Students with Disabilities	NC	266	8121	NC	94	105	NC	470	470	NC	58	55	NC	21	20	NC	13	21	NC	8	4
Students without Disabilities	79	2715	62979	96	99	99	519	511	503	7	17	23	17	19	21	54	47	41	22	18	15
Limited English Proficient Students	NC	113	10304	NC	130	110	NC	465	462	NC	57	63	NC	14	23	NC	29	13	NC	0	1
Migrant Students	NC	NC	623				NC	NC	475	NC	NC	45	NC	NC	27	NC	NC	25	NC	NC	3
Economically Disadvantaged	--	26	17040				--	462	483	--	59	40	--	27	25	--	14	29	--	0	6
Non-Economically Disadvantaged	87	2955	54060				520	511	507	6	17	20	17	19	20	53	46	43	23	18	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	86	2940	69001	97	97	96	507	499	490	3	11	17	33	35	37	64	53	45	0	1	1
All Students (Prior Year)	88	2741	63579	NA	NA	NA	508	503	493	3	8	15	35	38	42	61	52	41	1	2	2
Female	43	1461	34086	98	97	97	513	506	496	0	6	13	23	33	36	77	59	51	0	2	1
Male	43	1476	34644	96	97	95	500	492	484	5	16	22	43	37	39	51	47	38	0	1	0
African American	NC	150	3115	NC	97	92	NC	485	478	NC	21	25	NC	42	44	NC	36	31	NC	1	0
Hispanic	29	563	22656	100	96	92	511	491	476	0	14	27	30	40	43	70	45	30	0	0	0
Asian/Pacific Islander	--	81	1472	--	90	98	--	508	507	--	4	8	--	35	30	--	59	60	--	1	2
American Indian/Alaskan Native	NC	35	4940	NC	100	98	NC	487	469	NC	14	34	NC	48	43	NC	38	23	NC	0	0
White	51	2095	34501	96	97	93	508	502	500	2	9	10	34	33	34	64	57	55	0	1	1
Students with Disabilities	NC	258	7386	NC	91	95	NC	460	459	NC	46	46	NC	29	37	NC	24	17	NC	0	0
Students without Disabilities	78	2682	61615	95	98	97	507	500	491	3	10	16	33	35	37	64	54	45	0	1	1
Limited English Proficient Students	NC	109	9662	NC	125	104	NC	441	454	NC	71	51	NC	29	40	NC	0	9	NC	0	0
Migrant Students	NC	NC	590				NC	NC	466	NC	NC	35	NC	NC	43	NC	NC	22	NC	NC	0
Economically Disadvantaged	--	26	16383				--	463	472	--	32	30	--	55	43	--	14	26	--	0	0
Non-Economically Disadvantaged	86	2914	52618				507	499	494	3	10	14	33	35	36	64	54	49	0	1	1

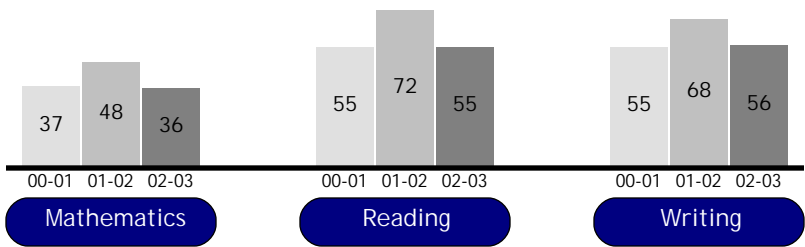
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

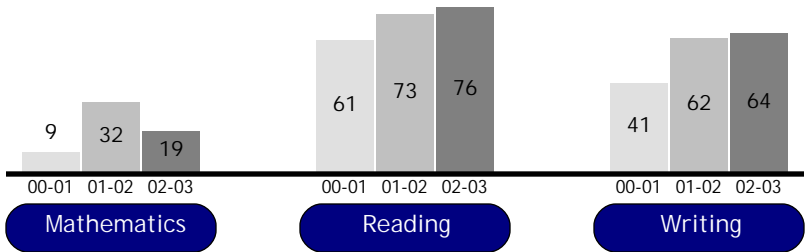
3rd Grade Proficiency



5th Grade Proficiency



8th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	N
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	NA
	Made AYP?	No

Glossary:

Adequate Yearly Progress (AYP): The federal mandate, No Child Left Behind, that holds schools accountable for the performance of subgroups, as well as all students. The goal is to have 100% of all students at and above proficient by 2013-14 in reading and math.

Met Percent Tested: Schools and districts in which at least ninety-five percent (95%) of students enrolled at the time of the test administration complete the state assessments will meet the AYP standard established in federal statute. Schools and districts in which fewer than ninety-five percent (95%) of any student subgroup complete the state-mandated assessments will not meet the AYP standard, provided that the size of the subgroup meets the minimum number of students required for the analysis, thirty (30) students.

Met Test Objectives: The ADE will calculate the percentage of students meeting or exceeding the standard in reading and mathematics in order to determine if each subgroup met the annual measurable objectives for each subject/grade (AMO). If all student subgroups meet the annual measurable objectives the school is considered to have met the AYP standard. If any of the student subgroups fails to meet the annual measurable objectives the school is considered not to have met the AYP standard. To ensure that AYP decisions are valid and reliable, the ADE will use confidence intervals for all subgroups, schools, districts and state determinations. The ADE will utilize a 99% confidence level to make valid AYP determinations for each of these groups by subject area (reading and mathematics).

Met Attendance Rate: Students must have an attendance rate of at least 93.5% over the first 100 days of the academic year. This is calculated by dividing the Average Daily Attendance (ADA) by the Average Daily Membership (ADM). If the attendance rate is less than 93.5% at the school level, the safe harbor provision allows for a .5% gain or more from the previous academic year.

Met Graduation Rate: School wide, those that are required to submit graduation rate data must have a four year graduation rate for the class of 2002 of 70.5% or greater. If the graduation rate is less than 70.5% at the school level, the safe harbor provision allows for a .5% gain or more from the previous academic year. Recall that, for each subgroup, the attendance rate and its associated targets apply; the graduation rate indicator can be used only at the school level.

School Improvement - Year 1: Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school.

School Improvement - Year 2: Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

Corrective Action: Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at www.ade.az.gov/azlearns and go to NCLB link

Stanford Achievement Test, Ninth Edition (SAT-9) Results

Stanford 9 Percentile Rank Scores

Grade	Content Area	2000-2001				2001-2002				2002-2003			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	83	62	63	53	94	48	58	44	99	47	62	50
	Language	86	57	57	45	95	49	56	39	100	48	57	43
	Mathematics	86	69	71	56	95	71	68	52	100	71	71	57
3	Reading	85	53	58	50	97	42	55	43	100	48	58	47
	Language	85	60	68	55	97	55	64	50	100	61	66	54
	Mathematics	85	62	67	53	91	65	65	50	100	62	67	54
4	Reading	90	60	62	55	98	44	59	47	100	61	63	52
	Language	90	57	58	50	98	44	57	45	100	54	59	48
	Mathematics	90	66	66	56	95	50	66	52	100	60	67	57
5	Reading	97	52	59	51	96	54	55	46	97	50	61	50
	Language	95	43	53	46	96	52	51	43	100	46	56	46
	Mathematics	96	56	66	56	94	61	63	54	100	51	67	57
6	Reading	99	61	63	54	99	51	60	49	98	61	63	53
	Language	99	56	56	46	100	47	54	42	98	58	58	45
	Mathematics	99	74	74	61	98	64	70	58	99	73	73	62
7	Reading	92	70	64	53	96	58	60	48	100	55	63	51
	Language	92	73	68	55	96	66	64	51	100	60	69	54
	Mathematics	92	79	71	57	93	84	68	54	100	79	70	58
8	Reading	97	48	63	55	92	65	61	49	99	63	62	53
	Language	95	51	61	50	94	62	60	46	99	66	62	49
	Mathematics	96	50	64	57	98	63	67	54	99	65	66	58

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Cotton Boll has safety standards that are reinforced by all staff members.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

Contacts

	Name	Phone Number
School Site Council	Anna Thompson	(623) 412-4700
Transportation Policy	Steve Highlen	(623) 486-6006
Community Resources	Linda Miller	(623) 412-4700
School Nutrition Programs	Willie Gentry	(623) 487-5183
Parent Organization	Barbara Rivera	(623) 412-4700
Student Health/Nurse	Robyn Wright	(623) 412-4703

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education, a state educational agency, is an equal opportunity employer and affirms that it does not discriminate on the basis of race, religion, color, national origin, age, sex or handicapping conditions."

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns. If your school received a small school, new school or alternative label, this is not an achievement profile. They did not meet the criteria to receive an achievement profile. Schools will receive an achievement profile in October of 2004.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2002-03 school year.

4 Transfers In (Within District): Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2002-03 school year.

5 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2002-03 school year.

6 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2002-03 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

7 Retention Rate: Percentage of students retained at the end of the 2002-03 school year.

8 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2002-03 school year, to include activity during the summer of 2002. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate.

9 Status Unknown: Percentage of students unaccounted for by any method during the 2002-03 school year. Status unknown students are not necessarily dropouts.

10 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2002. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/grad.

11 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. No Data Available is replaced with dashes (--). For more information on testing and Arizona Academic Standards go to www.ade.az.gov/standards